



State of Iowa's  
Early Literacy Alternate Assessment  
*The Dynamic Learning Maps Aligned K-3 Early Literacy  
Alternate Assessment*

Instructional Support Webinar  
“Unpacking” Scale 1

# Resources

## The DLM Aligned K-3 Early Literacy Alternate Assessment Manual

The Dynamic Learning Maps Aligned  
K-3 Early Literacy Alternate Assessment  
Manual



August 2016

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## Iowa Core ELA Essential Elements “Unpacked”



**Essential Elements  
English Language Arts**  
For Students with  
Significant Cognitive Disabilities  
“Unpacked”



June 10, 2015

# Learning Outcomes

- Scale Outcome
- Essential Elements Assessed
- Achievement Levels within the Scale
- Instructional Targets at Each Grade Level
- Instructional Descriptions
- Comprehensive Literacy Instruction Framework

Scale Outcome  
Essential Elements Assessed  
Achievement Levels within the Scales











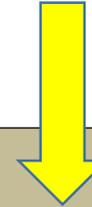


# Instructional Targets



# “Unpacked Essential Elements”

## RL.K1



Kindergarten English Language Arts Standards: Reading (Literature)		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	Unpacked
<b>Key Ideas and Details</b>		
<p><b>RL.K.1</b> With prompting and support, ask and answer questions about key details in a text.</p>	<p><b>EE.RL.K.1</b> With guidance and support, identify details in familiar stories.</p>	<p><b>Concept:</b> Stories contain details that the reader can use to understand the text.</p> <p><b>Skills:</b> Identify details, identify major events, identify characters and setting</p> <p><b>Big Idea:</b> Key information is explicitly stated in stories.</p> <p><b>Essential Questions:</b> What does the story tell me? Do I remember all of the important details? If I don't remember, what can I do? Who is in the story? Where does the story happen?</p>
<p><b>RL.K.2</b> With prompting and support, retell familiar stories, including key details.</p>	<p><b>EE.RL.K.2</b> With guidance and support, identify major events in familiar stories.</p>	
<p><b>RL.K.3</b> With prompting and support, identify characters, settings, and major events in a story.</p>	<p><b>EE.RL.K.3</b> With guidance and support, identify characters and settings in a familiar story.</p>	



# “Unpacked Essential Elements”

## RI.K.1 & RI.K.3



### Kindergarten English Language Arts Standards: Reading (Informational Text)

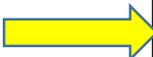
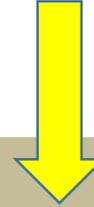
Iowa Core Grade-Level Standards	Iowa Core Essential Element	Unpacked
<b>Key Ideas and Details</b>		
<b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text.	<b>EE.RI.K.1</b> With guidance and support, identify a detail in a familiar text.	<b>Concept:</b> <i>Texts contain details that the reader can use to understand the topic.</i>
<b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.	<b>EE.RI.K.2</b> With guidance and support, identify the topic of a familiar text.	<b>Skills:</b> Identify the topic, events, individuals and supporting details from the text.
<b>RI.K.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<b>EE.RI.K.3</b> With guidance and support, identify individuals, events, or details in a familiar informational text.	<b>Big Idea:</b> Informational text includes details that help us remember and identify the topic.  <b>Essential Questions:</b> What does the text tell me? What was an important detail from the text? What important details do I remember? If I don't remember, what can I do?





# “Unpacked Essential Elements”

## RL.1.1



First Grade English Language Arts Standards: Reading (Literature)		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	Unpacked
<b>Key Ideas and Details</b>		
<b>RL.1.1</b> Ask and answer questions about key details in a text.	<b>EE.RL.1.1</b> Identify details in familiar stories.	<b>Concept:</b> <i>Stories contain details that the reader must remember.</i>
<b>RL.1.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<b>EE.RL.1.2</b> With guidance and support, recount major events in familiar stories.	<b>Skills:</b> Identify details, characters, and setting. Recount major events.
<b>RL.1.3</b> Describe characters, settings, and major events in a story, using key details.	<b>EE.RL.1.3</b> Identify characters and settings in a familiar story.	<b>Big Idea:</b> Key information is explicitly stated in stories. <b>Essential Questions:</b> What does the story tell me? What are some of the events that happened in the story? If I don't know or remember, what can I do? Who is important in the story? Why are they important? What is the setting of the story?

# “Unpacked Essential Elements”

## RI.1.1 & RI.1.3

### First Grade English Language Arts Standards: Reading (Informational Text)

Iowa Core Grade-Level Standards

Iowa Core Essential Element

Unpacked

#### Key Ideas and Details

**RI.1.1** Ask and answer questions about key details in a text.

**EE.RI.1.1** Identify details in familiar text.

**Concept:** *Informational texts contain details that the reader can use to demonstrate their understanding of the topic.*

**RI.1.2** Identify the main topic and retell key details of a text.

**EE.RI.1.2** With guidance and support, identify details related to the topic of a text.

**Skills:** Identify details in a familiar text; identify individuals and events in a familiar informational text; identify details about a topic, event, or individual in familiar informational texts.

**RI.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**EE.RI.1.3** Identify individuals, events, or details in a familiar informational text.

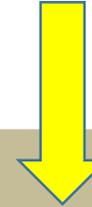
**Big Idea:** Key information is explicitly stated in texts; readers must remember information from a text.

**Essential Questions:** What does the text tell me? What important details do I remember? If I don't remember, what can I do? What are the important individuals, events or details in the text?



# “Unpacked Essential Elements”

## RL.2.1

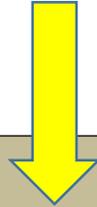


Second Grade English Language Arts Standards: Reading (Literature)		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	Unpacked
<b>Key Ideas and Details</b>		
<p><b>RL.2.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p><b>EE.RL.2.1</b> Answer who and where questions to demonstrate understanding of details in a familiar text.</p>	<p><b>Concept:</b> <i>Stories have details.</i></p> <p><b>Skills:</b> Answer who and where questions; recount (using past tense verbs) events in familiar stories; identify character's actions.</p> <p><b>Big Idea:</b> It is important to use key details to build understanding of stories.</p> <p><b>Essential Questions:</b> Who is in the story? Where do the events take place in the story? What is the character doing? If I don't remember, what can I do?</p>
<p><b>RL.2.2</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p><b>EE.RL.2.2</b> Using details from the text, recount events from familiar stories from diverse cultures.</p>	
<p><b>RL.2.3</b> Describe how characters in a story respond to major events and challenges.</p>	<p><b>EE.RL.2.3</b> Identify the actions of the characters in a story.</p>	



# “Unpacked Essential Elements”

## RI.2.1 & RI.2.3

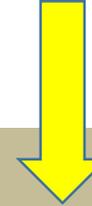


Second Grade English Language Arts Standards: Reading (Informational Text)		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	Unpacked
<b>Key Ideas and Details</b>		
<b>RI.2.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<b>EE.RI.2.1</b> Answer who and what questions to demonstrate understanding of details in a familiar text.	<b>Concept:</b> <i>Texts provide the reader or the listener with important information.</i>
<b>RI.2.2</b> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	<b>EE.RI.2.2</b> Identify the topic of the text.	<b>Skills:</b> Answer who and what questions; identify the topic of a text; identify individuals, events and details.
<b>RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<b>EE.RI.2.3</b> Identify individuals, events, or details in an informational text.	<b>Big Idea:</b> It is important to use key details to build understanding of text.  <b>Essential Questions:</b> What kind of information is in this text? What does the text tell me? If I don't understand the details, what can I do? What is this text about? Who is the text talking about? What does the text tell me to do?



# “Unpacked Essential Elements”

## RL.3.1

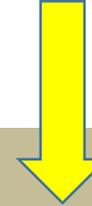


Third Grade English Language Arts Standards: Reading (Literature)		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	Unpacked
<b>Key Ideas and Details</b>		
<p><b>RL.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p><b>EE.RL.3.1</b> Answer who and what questions to demonstrate understanding of details in a text.</p>	<p><b>Concept:</b> Stories have details.</p>
<p><b>RL.3.2</b> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>	<p><b>EE.RL.3.2</b> Associate details with events in stories from diverse cultures.</p>	<p><b>Skills:</b> Answer who and what questions; recount events and details from the text; identify character's feeling.</p>
<p><b>RL.3.3</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of</p>	<p><b>EE.RL.3.3</b> Identify the feelings of characters in a story.</p>	<p><b>Big Idea:</b> It is important to use key details to build understanding of stories.</p> <p><b>Essential Questions:</b> Who is in the story? What happened in the story? What were the most important events? How did the characters feel?</p>



# “Unpacked Essential Elements”

## RI.3.1 & RI.3.3



### Third Grade English Language Arts Standards: Reading (Informational Text)

Iowa Core Grade-Level Standards	Iowa Core Essential Element	Unpacked
<b>Key Ideas and Details</b>		
<p><b>RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p><b>EE.RI.3.1</b> Answer who and what questions to demonstrate understanding of details in a text.</p>	<p><b>Concept:</b> <i>Texts provide the reader or listener with important information.</i></p>
<p><b>RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p><b>EE.RI.3.2</b> Identify details in a text.</p>	<p><b>Skills:</b> Answer who and what questions, identify details in a text, sequence two events from a text.</p>
<p><b>RI.3.3</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p><b>EE.RI.3.3</b> Order two events from a text as “first” and “next.”</p>	<p><b>Big Idea:</b> It is important to use key details to build understanding of text.</p> <p><b>Essential Questions:</b> Who or what is this text about? What information is important? What occurred first? What occurred next? If I don't understand the details, what can I do?</p>



# Instructional Descriptors

# Scale 1- Level 1

## 1. With guidance and support (W/GS), the student will (TSW) understand words associated with objects used during familiar book sharing

**routines.** Students achieving this score are often just learning to attend and interact during shared book reading and may not have a symbolic means of communication. Objects help these students attend and provide a concrete way to help them make meaning from the book. Students who score 1 do not know the name of objects but do associate words with those objects when they have been used repeatedly in shared reading interactions of familiar texts with adults and peers. Through repetition and modeling, students learn to associate the words with the object during reading of familiar texts. Examples include:

- Anecdotal note: During shared reading today, TS looked expectantly at the “washing machine” box when I read the line, “wisy washy wisy washy, wash, wash wash” and moved the box in my hands. (note: moving the box is a form of guidance and support)
- Picture with note: *The picture shows a little girl with a mug.* The note says, “She grabbed the mug and put it to her mouth when I read the line, “Sipping once, sipping twice, sipping chicken soup with rice” and held the mug out for her. (note: holding the mug out in front of the student is a form of guidance and support)

# Scale 1-Level 2

**2. With guidance and support (W/GS), the student will (TSW) understand the names of objects used in a shared reading of familiar texts.**

Students scoring a 2 are beginning to attend more actively during shared reading interactions and are learning the names of objects after they are used repeatedly. The objects may continue to have more meaning than the book itself, but the familiar text serves as an important context in learning that the object represents something. Examples include:

- Anecdotal note: During shared reading today, TS looked right at the ball when I read, "Sam chased the big red ball" and then held up the ball saying, "Ball."
- Picture with note: *The picture shows a little girl with an egg in her hand. She grabbed the egg and held it up after I presented the egg and a fork, labeled each and then said, "Show me egg."* (note: labeling each is a form of guidance and support)

# Scale 1-Level 3

3. With guidance and support (W/GS), the student will (TSW) identify familiar people, places, and events that appear in familiar texts. Students scoring a 3 are now interacting with the book itself. They are using illustrations, tactile information, or objects/symbols associated with familiar texts. Through modeling during repeated shared reading of familiar texts, the students can identify people, places or events by identifying it when someone else says the name. Examples include:

- Anecdotal note: TS pointed to the picture of the papa bear on the page when I said, "Show me Papa Bear."
  - Data form: The form shows that the student correctly identified the places where Spot was hiding on 75% of opportunities during repeated reading of *Where's Spot*.
  - Frequency count: There is a sticky note with 3 tic marks on it and a note that reads, "TS named the people in the pictures 3 times today!"
-

# Scale 1-Level 4

4. With guidance and support (W/GS), the student will (TSW) name objects or pictures of objects used in shared reading of familiar texts.

Students scoring a 4 have developed an expressive system of communication and can name objects or pictures of objects related to a familiar text using speech, signs, or symbols. During shared reading of familiar texts, this means they “say” the name of things rather than just identifying them receptively.

They have learned the names of the objects through repeated readings and modeling. Examples include:

- Video: Shows the teacher turning the page and pausing so that the student can label the things the mouse will want by eye-pointing to symbols on an eye-gaze frame. Note that the student labels the object in the pictures before the teacher does.
- Data Form: *The form has the target objects from the familiar text listed down the left column and shows that the student said the name of two of the objects during multiple shared reading interactions.*
- Anecdotal Note: Today TS signed fly, horse, and cow when I presented the objects for shared reading. He did it BEFORE I DID!!!

# Scale 1-Level 5

**5. With guidance and support (W/GS), the student will (TSW) identify details in familiar texts.** Students scoring a 5 are actively engaging during shared reading and can identify various details they have learned through repeated readings of a familiar text. Students can identify using illustrations or tactile information in the book itself or using symbols or objects. Examples include:

- Anecdotal Note: On the page that shows the bears in their beds, TS pointed to the *little bed* when asked, "Show me Baby Bear's bed." (note: Doing this on the page with the baby bear in the bed is a form of guidance and support.)
- Frequency Count: There is a sticky note with 4 tic marks on it and a note that reads, "I read and pointed to parts of the picture. Then TS identified the house, granny, the cozy bed, and the dozing dog." (note: reading and pointing to pictures immediately before asking the student to identify is a form of guidance and support)

# Scale 1-Level 6

6. The student will (TSW) identify details in familiar texts. Please note, this is the same as 5 but no guidance and support can be provided. Students scoring a 6 are actively engaging during shared reading and can identify various details they have learned through repeated readings of a familiar text. Students can identify using illustrations or tactile information in the book itself or using symbols or objects. Examples include:

- Anecdotal Note: On the page that shows the three empty beds, TS pointed to the *little bed* when asked, "Show me Baby Bear's bed."
- Frequency Count: There is a sticky note with 4 tic marks on it and a note that reads, "Before I read the page, I asked TS to identify things in the picture. TS identified the house, granny, the cozy bed, and the dozing dog."

# Scale 1-Level 7

**7. The student will (TSW) answer who, where, and what questions about details in a familiar text.** *Please note students must do this without any guidance and support.* Students scoring a 7 are actively engaging during shared reading and can answer who, where and what questions about details in familiar texts. Students can answer the questions using speech, sign, symbols/objects, or illustrations/tactile information in the book. For this item, there must be three examples for EACH question type. Examples include:

- Video: Video shows the group during shared reading and includes a recording of TS providing a spoken response to a who question. Note that the student's speech is severely dysarthric but familiar listeners clearly understand the single word response TS provides.
- Anecdotal Note: TS answered the following questions by pointing to illustrations in the book: "Who laid the egg?" "What did the pig want?"
- Data Form: The form shows that TS responded correctly to 3 "who"; 1 "where" and 2 "what" questions during the final shared reading of a familiar text.
- Picture: There is a picture of the display on the student's AAC device showing the answer to who, where, and what questions. There is a note with the picture that includes the specific questions that were asked and the name of the familiar text.

# Scale 1-Level 8

**8. With guidance and support (W/GS), the student will (TSW) will answer who, where, and what questions about details in new texts.** *Please note this item requires students to demonstrate the skill in a text that is being read for the first time instead of in a familiar text that has been read repeatedly.* Students scoring an 8 are actively engaged in shared reading even when the book is unfamiliar (new). They may not be interested in all books, but they are regularly interested and engaged in the shared reading experience. These students are answering 3 different types of questions given guidance and support that directs them to figure out the response to the questions. They can respond using speech, signs, symbols/objects, written responses that are read to them, or illustrations/tactile information in the book itself. For this item, there must be three examples for EACH question type. Examples include:

- **Data Form:** The form has the 3 question types listed down the side and the title of text on the top of each column. There are codes included that indicate they type of guidance and support that was provided (e.g., P = Teacher pointed to picture to provide support; RR = Teacher reread the important words or sentence; B = Teacher specifically cued student's background knowledge to provide support).
- **Picture:** There is a picture of the display on the student's AAC device showing the answer to who, where, and what questions. There is a note with the picture that includes the specific questions that were asked and the name of the familiar text. The note also says, "I showed TS how I might answer the question using her device before repeating the question for her to answer." The direct modeling is a form of guidance and support.

# Scale 1-Level 9

9. The student will (TSW) will answer who, where, and what questions about details in new texts. *Please note this item requires students to demonstrate the skill in a text that is being read for the first time instead of in a familiar text that has been read repeatedly.* Students scoring a 9 are actively engaged in shared reading even when the book is unfamiliar (new). They may not be interested in all books, but they are regularly interested and engaged in the shared reading experience. These students are answering 3 different types of questions without guidance and support. They can respond using speech, signs, symbols/objects, written responses that are read to them, or illustrations/tactile information in the book itself. For this item, there must be three examples for EACH question type. Examples include:

- Data Form: The form has the 3 question types listed down the side and the title of books on the top of each column. Tic marks appear next to each question type that is answered correctly during reading of each book. Note that data on this form is only collected the first time each book is read. Not all question types have tic marks with each of the books, but there are tic marks next to each of the types of questions across the collection of books.
- Picture: There is a picture of the display on the student's AAC device showing the answer to who, where, and what questions. There is a note with the picture that includes the specific questions that were asked.

# Scale 1-Level 10

**10. Orders events in new text as “first” and “next.”** Please note this item requires students to demonstrate the skill in a text that is being read for the first time instead of in a familiar text that has been read repeatedly. Students scoring a 10 are actively engaged in shared reading even when the book is unfamiliar (new). They may not be interested in all books, but they are regularly interested and engaged in the shared reading experience. When engaged in shared reading of texts with events that have a clear “first” and “next” order, they can identify the appropriate event in response to questions such as, *What happened first?* Or *What did he do first?* Or *What did he do next?* Students should be responding to questions or directives that use the words *first* and *next* without any guidance or support. Students can respond using speech, signs, symbols/objects, written responses that are read to them, or illustrations/tactile information in the book itself. Examples include:

- Teacher lesson plan: The teacher prepared lesson plans with the questions (e.g., *What did Bertie do first* and *What did he do next*) linked to specific pages in the book where she plans to stop and ask the questions after three different event sequences. She also has photocopied images from the book to create response boards with two events on each board. During the reading, the paraprofessional made notes in the lesson plan indicating that the student correctly identified *What Bertie did first* all three times and correctly indicated *What did he do next* one time.
- Anecdotal notes: The used sticky notes to mark the places in a book where she would ask *first* and *next* questions. Immediately after finishing the book she wrote notes about the student’s response to each question writing exactly what the student said in response to each question.

# “Putting It All Together” Instructional Framework

Comprehensive Literacy Instruction: A Framework that Supports Iowa Core Universal Tier Instruction  
and the State of Iowa’s Early Literacy Alternate Assessment-The Dynamic Learning Maps Aligned K-3 Literacy Alternate Assessment

## Shared Reading- Emergent Literacy/Guided Reading- Conventional Literacy

### *Daily Shared Reading and/or Guided Reading Instruction*

*Share Reading* is an emergent literacy intervention that focuses on the interaction between the adult and the student to support student receptive and expressive communication skills and knowledge.

*Guided Reading* is a conventional literacy intervention intended for those students who know most of their letters most of the time/engage actively in shared reading/have a means of communication and interaction and understand that writing involves letters and words.

*Note:* Some students may require combined emergent and conventional literacy interventions

#### **Scale 1: Reading Literature & Information Text: Key Ideas and Details**

K-3 Outcome: The student can identify details, order two events, and answer who, what, and where questions about details in familiar texts.

#### **Scale 2: Reading Literature: Key Ideas and Details**

K-3 Outcome: The student can identify characters, settings, and actions in stories.

#### **Scale 3: Reading Information Text: Integration of Knowledge and Ideas**

K-3 Outcome: The student can identify the points the author makes in an informational text.

## Writing

### *Daily Independent Writing and Predicable Chart Writing Instruction*

*Emergent writing* describes the marks, scribbles, and random selection of letters seen in beginning writers. The Iowa Core Essential Elements (EEs) focus on having students work toward an understanding of writing as a form of communication and the ability to write about information. Emergent writing focuses on those skills represented in the nodes of the Dynamic Learning Maps™ learning map that are identified as being important precursor skills on the way toward conventional writing.

*Conventional writing* includes methods of writing that use orthography (letters, words) assembled in ways that are meaningful to others. Key conceptual components of conventional writing include an understanding that words are comprised of letters, that words have meanings, and that written words can be put together in order to communicate to others. Key behaviors associated with conventional writing include writing letters and words through the use of a traditional writing tool or alternate pencil.

*Note:* All students at both the emergent and conventional writing levels are required to have access and the opportunity to use all 26 letters of the alphabet.

#### **Scale 5: Writing: Text Types and Purposes**

K-3 Outcome: The student can select a topic and use drawing, dictating, or writing to compose a message.

## Speaking and Listening & Language

### *Daily Emergent Interventions: Symbol-based Communication*

### *Daily Conventional Interventions: Communication with Symbols + Spelling*

#### **Scale 6: Language: Vocabulary Acquisition and Use**

K-3 Outcome: The student will use words, signs, or symbols to communicate in real-life situations making connections between words and their use.

## Reading (Foundational Skills)

### **Alphabetic & Phonological Awareness- Working with Words**

*Daily instruction to focus on alphabet, letter names, letter sounds or others aspects of phonological awareness (rhyme, alliteration, etc.)*

#### **Scale 4: Reading Foundations: Letter Identification**

K-3 Outcome: The student can select a topic and use drawing, dictating, or writing to compose a message.

## Independent Reading- Self Selected Reading

*Daily instruction to select a books from a collection of age and ability-appropriate books adapted for independent access*

To help students develop the skills to select reading materials that they find interesting

To provide opportunities for students to share and respond to what they are reading

To provide opportunities for teachers to meet with students individually to talk about the books they are reading

To read aloud to students from a wide range of texts

To motivate and excite students about reading

*Note:* Concepts and skills within scales 1, 2 3, 4 & 6 can be addressed and reinforced during independent reading activities.

# “Putting It All Together” Resources

Comprehensive Literacy Instruction: A Framework that Supports Iowa Core Universal Tier Instruction  
and the State of Iowa’s Early Literacy Alternate Assessment-*The Dynamic Learning Maps Aligned K-3 Literacy Alternate Assessment*

Dynamic Learning Maps Professional Development Modules Aligned to the Comprehensive Literacy Framework

<http://dlmpd.com/>

## Shared/Guided Reading

*Daily Shared/Guided Reading Instruction*

Principles of Instruction in ELA

Shared Reading

Teaching Text Comprehension – Anchor – Read – Apply

Generating Purposes for Reading

Directed Reading Thinking Activities & Other Approaches

## Writing

*Daily or Independent Writing and Predictable Chart Writing Instruction*

Writing: Text Types and Purposes

Writing with Alternate Pencil

Emergent Writing

Predictable Chart Writing

Writing about Information

Writing: Production and Distribution (conventional writers)

Writing: Getting Started with Narrative Writing

## Speaking and Listening & Language

*Daily Emergent Interventions: Symbol-based Communication*

*Daily Conventional Interventions: Communication with Symbols + Spelling*

Speaking and Listening

DLM Core Vocabulary and Communication

Symbols

Beginning Communicators

Supporting Participation in Discussion

## Reading (Foundational Skills)

**Alphabetic & Phonological Awareness- Working with Words**

*Daily opportunities to focus on alphabet, letter names, letter sounds or others aspects of phonological awareness (rhyme, alliteration, etc.)*

## Independent Reading -Self Selected Reading

*Daily instruction to select a books from a collection of age and ability-appropriate books adapted for independent access*

To help students develop the skills to select reading materials that they find interesting

To provide opportunities for students to share and respond to what they are reading

To provide opportunities for teachers to meet with students individually to talk about the books they are reading

To read aloud to students from a wide range of texts

To motivate and excite students about reading

# Contact Information

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